Common Core, PARCC & the Principal

June 6, 2014

COMMON CORE
ELA
MATH

↓

PARCC

Principal as the Instructional Leader

Culture & Climate

- Staff
- Students
- Parents

EFFECTIVE LEADERS

VISION

Principals of high-achieving schools have a clear vision and communicate to all that learning is the most important mission.

CULTURE

There is a positive relationship between school climate and leadership, which affects overall school effectiveness.

PROFESSIONAL DEVELOPMENT

Effective administrators provide the time, resources, and structure for meaningful professional development.

TEACHER RETENTION

Principals who help in problem solving and provide actionable feedback are more likely to empower and retain teachers.

The CCSS Requires Three Shifts in ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**

2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

3. Regular practice with **complex text** and its **academic language**

Building Knowledge Through Content-rich Nonfiction – Why?

- Students are required to read very little informational text in elementary and middle school.

- Non-fiction makes up the vast majority of required reading in college/workplace.

- Informational text is harder for students to comprehend than narrative text.

- Supports students learning how to read different types of informational text.

Reading, Writing and Speaking Grounded in Evidence from Text: Why?

- Most college and workplace writing requires evidence.

- Evidence is a major emphasis of the ELA Standards: Reading Standard 1, Writing Standard 9, Speaking and Listening standards 2, 3 and 4, all focus on the gathering, evaluating and presenting of evidence from text.

- Ability to cite evidence differentiates strong from weak student performance on NAEP.

- Being able to locate and deploy evidence are hallmarks of strong readers and writers.

Close Analytic Reading

- Requires prompting students with text-dependent questions to unpack complex text and gain knowledge.

- Text dependent questions require text-based answers – evidence.

- Not teacher summarizing text, but guiding students through the text for information.

- Virtually every standard is activated during the course of every close analytic reading exemplar through the use of text dependent questions.

- Supports fluency

Scaffolds for Reading Complex Text

- Chunking
- Reading and rereading
- Read aloud
- Strategic think aloud
- Scaffolding questions
- Heterogeneous small groups
- Recording
- Pre-prepping struggling readers to support confidence and participation
- Annotation strategies
- Cornell notes
- Paraphrasing and journaling

Writing Standards Progression from Grade 2 to Grade 3

Grade 2, Standard 1 (W.2.1)	Grade 3, Standard 1 (W.3.1)
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts,*supporting a point of view with reasons.* 1.Introduce the topic or text they are writing about, state an opinion, and*create an organizational structure that lists reasons.* 2.Provide reasons that support the opinion. 3.Use linking words and *phrases* (e.g.,*because, therefore, since, for example*) to connect opinion and reasons. 4.Provide a concluding statement or section.

| Grade 2, Standard 2 (W.2.2)	Grade 3, Standard 2 (W.3.2)
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts *to examine a topic and convey ideas and information clearly.* 1.Introduce a topic and *group related information together*; *include illustrations when useful to aiding comprehension.* 2.*Develop the topic with* facts, definitions, and *details.* 3.*Use linking words and phrases (e.g.,also, another, and, more, but) to connect ideas within categories of information.* 4.Provide a concluding statement or section.

The CCSS Requires Three Shifts in Mathematics

1. **Focus:** Focus strongly where the standards focus.

2. **Coherence**: *Think* across grades and *link* to major topics.

3. **Rigor:** In major topics, pursue *conceptual* **understanding,** procedural skill and *fluency*, and *application.*
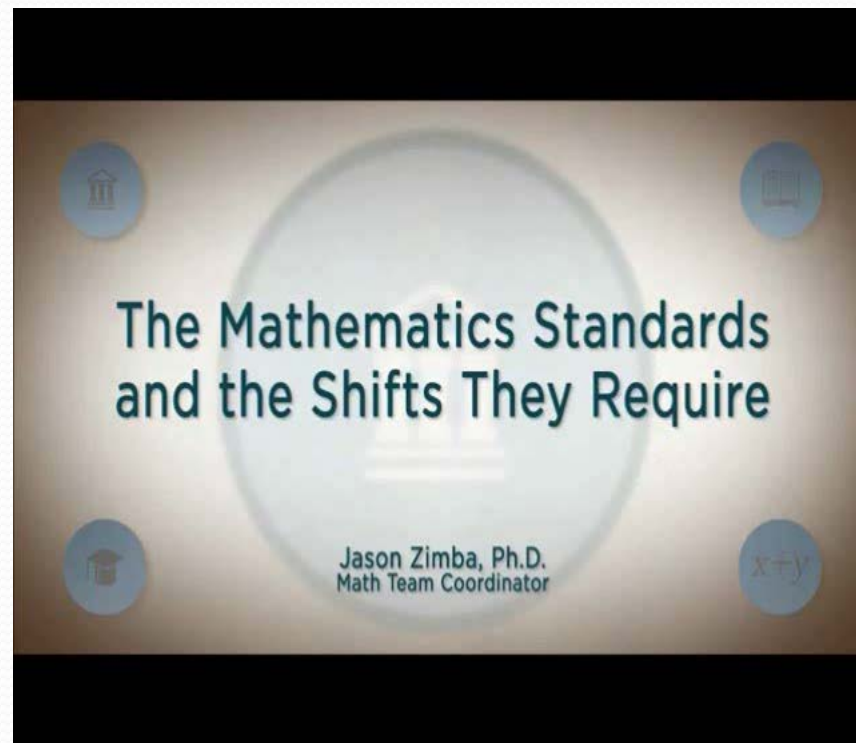
Focus

- Move away from "**mile wide, inch deep**" curricula identified in TIMSS.

- Learn from international comparisons.

- Teach less, learn more.

- "Less topic coverage can be associated with higher scores on those topics covered because students have more time to master the content that is taught."

  – Ginsburg et al., 2005

Coherence: *Think* Across Grades

- *Example: Fractions*

- "The **coherence** and sequential nature of mathematics dictate the foundational skills that are necessary for the learning of algebra. The most important foundational skill not presently developed appears to be proficiency with fractions (including decimals, percents, and negative fractions). **The teaching of fractions must be acknowledged as critically important and improved before an increase in student achievement in algebra can be expected**."

- Final Report of the National Mathematics Advisory Panel (2008, p. 18)

Solid Conceptual Understanding

- Teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives

- Students are able to see math as more than a set of mnemonics or discrete procedures

- Conceptual understanding supports the other aspects of rigor (fluency and application)

Rigor

- The CCSSM require a balance of:
  - Solid conceptual understanding
  - Procedural skill and fluency
  - Application of skills in problem solving situations

- Pursuit of all three requires equal intensity in time, activities, and resources.

Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

The PARCC Goals

1. Create high-quality assessments
2. Build a pathway to college and career readiness for **all** students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels
6. Build an assessment that is sustainable and affordable

Assessment Design

BEGINNING OF YEAR

END OF YEAR

English Language Arts/Literacy and Mathematics, Grades 3-11

2 Optional Assessments/Flexible Administration

Diagnostic Assessment
- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

Mid-Year Assessment
- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

Performance-Based Assessment (PBA)
- Extended tasks
- Applications of concepts and skills
- Required

End-of-Year Assessment
- Innovative, computer-based items
- Required

Speaking And Listening Assessment
- Locally scored
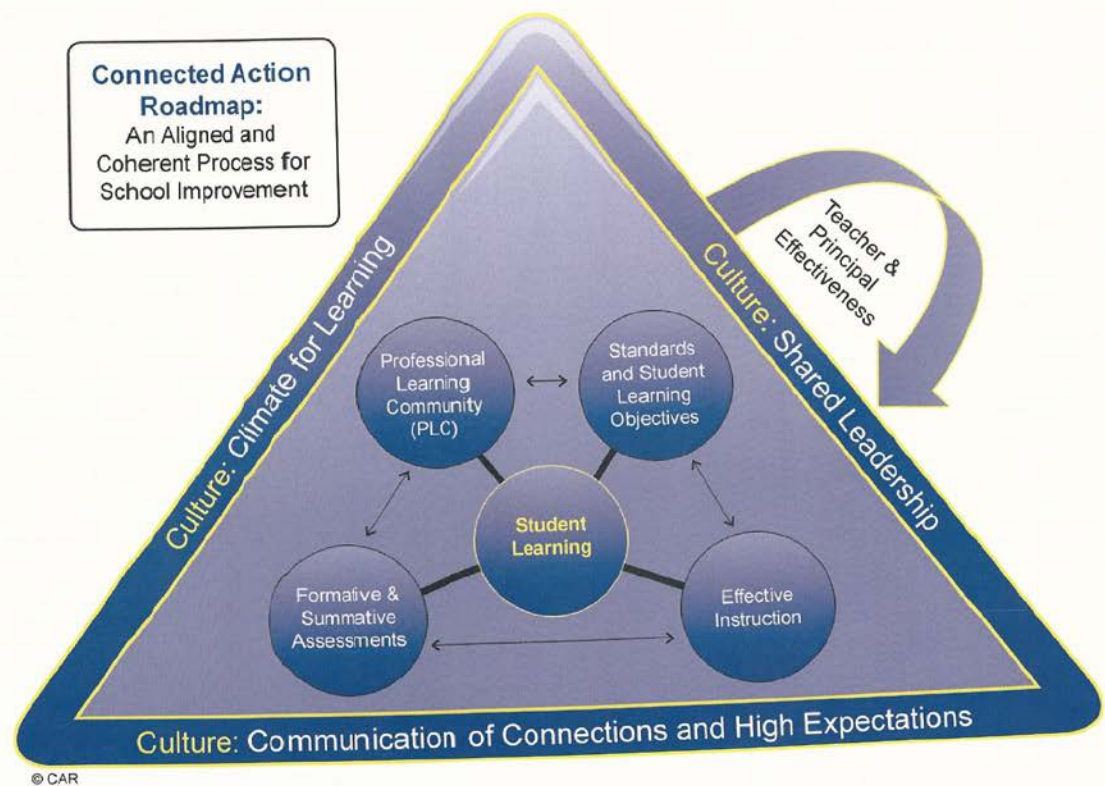- Non-summative, required

CHANGE IS NECESSARY

DATA

INSTRUCTION

Professional Development

TECHNOLOGY

Test Administration

CONNECTED ACTION ROADMAP

ESSENTIAL QUESTIONS

Why is it important to embrace a coherent plan for school improvement?

What are the key components of effective schools and how are they connected?

What is the practice of education?

What is the work of a professional learning community?

ASSESSMENT RIGOR AND DEPTH OF KNOWLEDGE ANALYSIS

**Grade Level/Subject**: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/Portfolio Components
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Which is true or false...?	
Level 2: Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of.... Can you illustrate the concept of...? Apply the method used to determine...? Use evidence to support....	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	Design x in order to..... Develop a proposal to.... Create a model that.... Critique the notion that...	

STUDENTS' STARTING POINTS
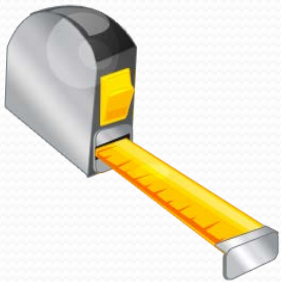
To measure growth, teachers need to know where students begin
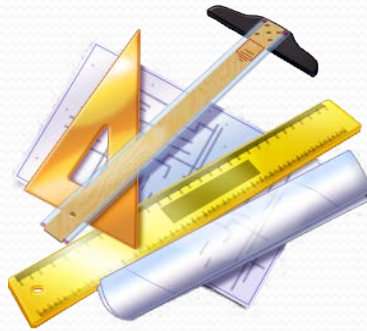
Multiple measures enable teachers to triangulate student starting points

Assessment quality is key: Quality assessments, administration, scoring and analysis

CONVERSATIONS

- PROFESSIONAL LEARNING COMMUNITIES
- Smart Goals
- *SGO/SGP*
- Students
- ELL
- SWD
- EVALUATIONS

- Beyond knowing about the standards, principals need to know how schools must change to successfully implement the CCSS. School leaders need a practical understanding of the school-wide changes made necessary by the new CCSS and how to lead those changes to create a culture of success in schools. Such change does not happen by itself in schools. It results from changes in attitudes encouraged by new information, reflection and changes in practice. *School leaders will need to engage in both instructional leadership and systemic leadership to affect the necessary changes.*

www.illustrativemathematics.org

www.parcconline.org

www.readworks.org

www.teachingchannel.org/

www.illustrativemathematics.org

www.achievethecore.org

http://www.corestandards.org

THANK YOU

ENJOY THE
SUMMER

REST, RELAX &
RECHARGE